DOCUMENT RESUME

ED 075 838 24 CS 200 496

TITLE	History of the English Language: Language V-VI [Grades Five and Six]; Teacher's Guide.
INSTITUTION	Oregon Univ., Eugene. Oregon Elementary English Project.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-8-0143
PUB DATE	71
CONTRACT	OEC-0-8-080143-3701
NOTE	56p.
AVAILABLE FROM	Accompanying reel-to-reel tapes only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Guides; *Diachronic Linguistics; Distinctive Features; Elementary Education; English; *English Curriculum; English Instruction; Grade 5; Grade 6; *Middle English; *Old English; Printing; *Teaching Guides
IDENTIFIERS	*Oregon Elementary English Project

ABSTRACT

Developed by the Oregon Elementary English Project, this series of 14 lessons is designed to provide the student with an understanding and awareness of the history of the English language. Old English is first explored, including the Roman, Germanic, and Scandinavian influences. Middle English is then introduced through a study of the Norman Invasion led by William the Conqueror. Finally, the students are led to a study of Modern English through a discussion of the advent of the printing press and its subsequent influence on the language. Each lesson is accompanied by a statement of its purpose, content, background, suggested procedures, and student activities. A tape on Old and Middle English supplements the unit and can be used in conjunction with several of the lessons. (The tape is available on loan through the ERIC/RCS Clearinghouse.) (See related documents CS 200 482-495, and CS 200 497-499.) (HS)

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INTRODUCTION

Language is not static and unchanging; rather it is constantly changing. If it were not, it would not meet the needs of changing peoples, changing cultures, changing situations. Changes in vocabulary are the most frequent and the ones of which we are most aware. Changes in pronunciation and grammatical structure are slow, discernible only upon close examination, or after years have passed and their effect has accumulated. The history of a language is the accumulation of these changes and the comparison of the language in one era to that in another.

Some changes can be traced to historical events, others can only be speculated about, and some may seem totally unexplainable. The study of these changes, and the historical events connected with them is included in this curriculum to help students better understand their language.

Language history sometimes helps to explain items which seem completely irregular. For example, the irregular plural for child in Modern English is children, and there are a few other irregular plurals--mice, men, sheep, oxen--which may be traced back in the language to a time in Old English (between 500 A. D. and 1066 A. D.) when many words formed their plurals like each of these. Old English also had a plural ending similar to the regular plural ending of Modern English. In addition there were several other plural endings, which have been lost entirely. The words mentioned above are remnants of plural forms which were regular in Old English, because they were found on many words. These words have changed and now take the regular plural ending of Modern English. Part of the history of the language is recorded in these irregular forms, and the change in the plural affix will be discussed in a lesson in this unit. Students should find it interesting to see what other words once had the plural endings of mice, men, sheep, oxen, and children.

In addition to affecting language itself, events in history often determine what language will be spoken in a certain place. In this unit the students will become aware of the historical events which determined that the English language would be spoken in the British Isles, and some of the historical events which helped to change and to shape the language into its present form. They will also have an opportunity to discuss some of the specific changes which have occurred.

The story of the English language as a separate and distinct language really begins with the collapse of the Roman Empire. For nearly five hundred years the Roman legions had maintained outposts in the conquered territories of Northern Europe, including the British Isles.

When the Romans first arrived in Brittania (the Latin name for this province of Rome) in the first century A. D. they found a Celtic people who spoke a Celtic language. The Celtic tribes had come to the British Isles from Europe over a period of many years--some as early as 2000 B. C. and at least one large migration as late as 600 B. C. (The Gauls in what is now France and Belgium were also a Celtic people.) The Celts

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Oregon Elementary English Project
Univ. of Oregon
Eugene, Oregon
1971

and their language were Indo-European. When they arrived in the British Isles, they had found a non-Indo-European people with whom they had intermixed and intermarried.

By the time the Roman legions arrived the only ones of these original inhabitants of the islands who retained their identity (or of which there is any record at least) were the Picts. The Picts, who by this time lived in the North of Britain, spoke a language which was a combination of their original Pictish language and of Celtic. This language has been lost, as they were absorbed by the invading Scots (one of the Celtic peoples) between the sixth and ninth centuries A. D. Celtic languages are spoken today in Wales (Welsh), in Brittany (Breton), in Scotland (Scottish Gaelic), and on the Isle of Man (Manx). Irish Gaelic, which is taught in the Irish schools but is really a dead language, and Cornish were spoken until the 19th century.

In the fifth century when the Roman legions left the British Isles, the Celtic people, who had not had to defend themselves for several hundred years, were attacked by the Picts from the north and the Scots from the west who had previously harassed the Roman Legions. The Celtic Britons sought aid from the Saxons, a Germanic tribe from Northern Europe. They offered them land and support in return for their protection from the raids of the Picts and Scots. The Saxons came, were given land and support, protected the Britons, and liked the land. Some returned to their homeland telling of the new home and the cowardice of the Britons. More Saxons came to the British Isles and with them came Angles and Jutes people of other Germanic tribes from Northern Europe. These Germanic tribes, the Angles, Saxons, and Jutes, all spoke related Germanic dialects which were Indo-European.

The Germanic peoples liked their new home in the British Isles and in time came in ever-increasing numbers and turned against the Celtic Britons, raiding, plundering, and killing many of the Britons and driving them into the high mountains, into the places where Celtic languages are still spoken today: Wales, Ireland, Scotland, the Isle of Man, and Brittany.

The Angles, Saxons, and Jutes became the dominant people of the British Isles. They were not a united people however. There were many small tribal kingdoms, uniting only when raiders from elsewhere threatened the security of all. Otherwise they often fought among themselves and it was not until 828 A. D. that an English king, Egbert, ruled all of England

The dialects they spoke were related, but not identical, and some of the dialect differences in Modern English are traceable to the original differences the Germanic peoples brought to the British Isles, although many differences have been lost. However, the language they brought to England is the ancestor of Modern English.

The Celtic peoples and the Germanic peoples became enemies, with little interchange of ideas or culture. The Celts were a conquered people and had little influence on the language of the conquerors. The situation and its results are similar to that in this country, where the American Indian languages had little effect on English. Most Celtic words in the English language are the place names which were adopted by the Germanic tribes. And although a few Celtic languages survive to this day, they have had very little impact on the English language which developed from the Germanic dialects of the Angles, Saxons, and Jutes.

These Germanic people on the British Isles came to call their language Englisc and their land Englaland. The English language is closely related to German, Dutch, Flemish, and Frisian, and more remotely to the Scandinavian languages, which are also Germanic.

History of the English Language: Lesson 1 Language V-VI
Teacher

WHAT LANGUAGE IS THAT?

PURPOSE: To create interest in the history of the English language by letting the students hear on tape a passage from Old English.

CONTENT: In this introductory lesson the Old English version of the Lord's Prayer is included on tape so that the students may hear how different Old English is from the English that is spoken today. Questions and discussion will be used to create an interest in finding out what caused such dramatic changes, what historical events influenced our language, and what some of the specific changes have been. Text and translations of the Lord's Prayer are included in the student material.

BACKGROUND: The origins of the English language, as a separate and distinct language, can be traced to a series of events recounted by a scholarly monk known as the Venerable Bede, or St. Bede, who lived in England from 673 to 735 A.D. Bede wrote a history of the "English Nation" in Latin, completing it about 730. (It was translated into Old English some 200 years later in the time of Alfred the Great.)

In his history, Bede tells of the leaving of the Roman legions, who had occupied and ruled Britannia for so many years, and of the increasing trouble the Britons had in fending off attacks both from other tribes in the north and the west of the island and also from Germanic sea raiders (Vikings). Finally, according to Bede's report, a British king named Vortigern turned in desperation to one of the Germanic tribes on the Continent, the Saxons, and asked them to send forces to help the Britons defend themselves.

The first Saxon ship landed, according to Bede, in 449 A.D. In short order the newcomers subdued the marauding native tribes, but then they decided that they liked their new home and began to settle down, dispossessing the Britons. Word of the fertility of the land and the weakness of the Britons was sent back to the Continent, and before long large numbers of Angles, Saxons, and Jutes from what is now northern Germany and Denmark moved into Britain and settled. The native Britons were quickly and ruthlessly subjugated, many were killed, and others were driven into the mountains of Wales and the Scottish Highlands. A few were absorbed by intermarriage with the invaders.

The Angles, Saxons, and Jutes all spoke different dialects of the same Germanic language, and in time the language that developed in England took its name, as did the country itself, from that of one of the tribes, the Angles (or Engles). We know that language today as Old English (or Anglo-Saxon), and it is from this language that Modern English has descended.

SUGGESTED PROCEDURES: Begin with a discussion of why the students speak English rather than some other language. Draw on the knowledge they have and bring out that this country was settled predominantly by English speaking peoples from the British Isles. Then discuss why English is spoken in the British Isles. Let them wonder and speculate if they wish. Ask them if they know any people from the past who lived in England. Robin Hood, King Arthur, King Richard are possibilities. As they mention people, ask them what language they spoke. When their curiosity is aroused and before they are bored by the unanswered questions, introduce to them the taped version of the Lord's Prayer read in Old English, telling them only that is is a passage from something that was written in the language of the British Isles in the 9th century, over 1000 years ago, and that it is being spoken in the way scholars think it was spoken by the people at that time. After they have listened to the tape let them discuss what language they have heard. You may wish to let them listen to the tape twice, once without the written copy before them and then again with the written version. After they have decided--or you have told them--that it was English being spoken, discuss what might have caused the language to change so much. You might use questions like the following keeping in mind that a) languages change with time b) speakers of the same language will develop different dialects and even different language when separated by geographical distance for long periods of time.

Do your grandparents use any different words than you use today? Why?

Do you think your grandparents could understand their grandparents? Why or why not?

Do the people in Texas or Louisiana speak exactly like you do? Why or why not? (How about the people in New York?)

Thinking of the taped passage again, could time and distance alone have caused such a great change?

What other things might cause language to change? (List on the board)

The students may mention technology, advances in science, medicine, industry, foreign influence by invaders, foreign travel, the printing press, exploration. At the conclusion of the discussion, you may briefly preview some of the things which will be studied in the unit, such as the historical events that affect language, the historical events that determine what language will be spoken in a country, the effect of one language upon another, whether our language is still changing, and how languages change.

SUGGESTED ALTERNATE PROCEDURE:

Students are often highly motivated to find answers to their questions and to theorize about a certain event which seems unusual or discrepant to them. This taped passage provides a discrepancy between what they know is the English language and what they are hearing on the tape.

1. Begin the discussion by telling the students that you would like to play a tape on which English is being spoken.

2. Play the tape and ask the question, "Why is this English?" (List their ideas on the board.)

3. Provide them with a copy of the tape. They might meet in small groups to list some questions that they have and to underline some words which might be clues to them that this is English.

4. These questions can be saved to refer to later as they continue through the unit.

5. Keep a list of their ideas or theories and come back to them frequently so that the students may revise them as they gather new information.

WHAT LANGUAGE IS THAT?

Your teacher will tell you something about Old English, the language that was used in England about 1,000 years ago. Perhaps you would like to see what it looks like and hear how we think it sounded. Of course no one knows for sure exactly how it sounded, since there were no phonographs or tape recorders a thousand years ago to record the speech of actual speakers of Old English. But scholars who have studied Old English carefully think they can come pretty close to guessing how it sounded.

As an example, let's use the Lord's Prayer. This was translated into Old English, along with other parts of the Bible, a thousand or more years ago. This is how it looked when it was written down. Listen to the tape recording of it being read and see whether you can recognize any modern English words in it. After all, the English we speak today is a descendant of Old English, so there are some words that are similar in both languages.

The Lord's Prayer in Old English

Fæder ure,

þu þe eart on heofonum,

sī þīn nama gehālgod.

Tōbecume þīn rīce.

Gewurþe ðīn willa on eorðan swā swā on heofonum.

Ūrne gedæghwāmlīcan hlāf syle ūs tò dæg.

And forgyf ūs ūre gyltas, swā swā wē forgyfað ūrum gyltendum.

And ne gelǣd þū ūs on costnunge,

ac ālȳs ūs of yfele. Sōþlīce.

A Literal Translation

Father our,

Thou that art in heaven,

Be Thy name hallowed.

Let come Thy kingdom.

Let be done Thy will on earth even as in heaven.

Our daily loaf (bread) give us today.

And forgive us our debts, even as we forgive our debtors.

And not lead Thou us into temptation,

But deliver us from evil. Verily.

The Version Usually Used Today

Our Father,

Who art in heaven,

Hallowed be Thy name.

Thy kingdom come.

Thy will be done on earth as it is in heaven.

Give us this day our daily bread.

And forgive us our debts (trespasses), as we forgive our debtors (those who trespass against us).

And lead us not into temptation,

But deliver us from evil. Amen.

History of the English Language: Lesson 2 Language V-VI
Teacher

THE ROMANS AND THE CELTS

PURPOSE: To acquaint students with some Latin words borrowed from the Roman conquerors by the Celts in the British Isles and the Germanic tribes on the Continent.

CONTENT: In this lesson the children learn that the Roman conquerors ruled most of Europe and during their stay the tribes they ruled (the Celts in the British Isles and the Germanic tribes on the Continent in particular) adopted some words from Latin which their language did not already have. These are words dealing with advanced methods of war making, road building, cooking, and the trades and crafts. The children have the opportunity to translate some Latin borrowings into Modern English.

BACKGROUND INFORMATION: The words used in this lesson were borrowed from Latin during the time of Roman rule between the first and fifth centuries A. D., that is, before the Germanic peoples moved to the British Isles and the English language began its separate development from the other Germanic languages. During this early period of the English language, after the Germanic peoples came to the British Isles, they came to refer to their language as Englisc (pronounced Anglish). Today it is referred to as Old English. Old English contained many Latin loan words of this earlier era. Both the Celts in the British Isles and the Germanic tribes on the continent borrowed words, many of the same words, from the Romans, and it is difficult to be certain how all of these words came into Old English. It is believed, however, that most of them came through the Germanic people as part of the language they brought and which became Old English. This belief is based on the fact that very few Celtic words were borrowed at this time. Most of the Celtic words which were borrowed into Old English were either place names or referred to geographical features. Of these, only the place names remain today. And in these we find one such instance of a Latin borrowing into Celtic which later came into English. This is the Latin castra which was attached to place names by the Celts, and these place names were later adopted by the Germanic peoples. The coln in Lincoln is also a Latin borrowing into Celtic, and comes from Latin colonia. The other words included in the lesson probably came into English through the Germanic language.

SUGGESTED PROCEDURES:

A. As a class unit read through the student material aloud or silently. When the students reach the end of paragraph two, discuss with them why today there are place names which include "caster" and "chester." You might want to use questions like the following:

Why do we have names like Worcester and Winchester today?

Can you think of any other names with similar endings?

Why do you think the people borrowed the Latin word "castra?"

Try to accept all theories the children put forth at this time as valid possibilities.

Then continue on, reading paragraph three. Let the children work in groups in translating the words. Tell them the words are grouped together because they deal with similar activities: road building, food, and cooking.

B. Another approach would be to group the children and let them read the material and do the exercise. A discussion might follow the exercise using questions like those in A to promote their thinking about the lesson they have just finished. Also ask:

Why do you think the Celts and the Germanic peoples borrowed the words you just translated? (Most probably because they had no appropriate words in their language.)

Do you feel that other people besides the Celts and the Germanic people could have borrowed words? Who? Where? When?

Do you think it probable that this method of borrowing went on in any other languages besides Celtic and Germanic?

Translation for words in student exercise.

straet	street	cycene	kitchen	cuppa	cup
mil	mile	win	wine	disc	dish
weall	well	cese	cheese	cytel	kettle

Note: The pronunciation of some of these words was different from what their spelling might suggest to a modern eye. The following should be noted:

ae in "straet" = a in hat
i in "mil" and "win" = ee in beet
ea in "weall" is pronounced in two syllables, e as in "bed," a as in "father"
c in "cese" = ch in "cheese"
first e in "cese" = ay in "day"
last e in "cese" = e in "the"
sc in "disc" = sh in "dish"
y in "cytel" and "cycene" = u in French "sur" or ü in German Müller
first c in "cytel" and "cycene" = k in "kettle"
second c in "cycene" = ch in "child" (or tch in "kitchen")

SUGGESTED ADDITIONAL ACTIVITIES:

It is helpful for students to recall historical events sequentially, through some visual materials developed by them. These materials can be used at the conclusion of the unit to generalize about the history of the English language.

The following activities might be used concurrently with the lessons developed in this unit.

1. You may want to develop a time line of events. This could include student drawings as well as some examples of words borrowed and words changed.

2. Students could draw cartoons or develop a comic strip on the history of the English language.

3. A one-page news sheet could be written about the history of the language during different time periods.

4. Some historical situations could be the basis for the presentation of a short play.

The students will probably suggest other ways of showing the historical events.

THE ROMANS AND THE CELTS

About 2000 years ago the Romans sent soldiers all over Europe to conquer and rule the people. One of the places they conquered was the British Isles, which they called Britannia. They stayed for nearly 500 years. Many Roman ruins still remain, some of which were found after the bombing raids of World War II. They had been buried for hundreds of years under other, newer buildings. In addition to the people living in the British Isles, the Romans also ruled some Germanic tribes in Europe who would later be important to the language spoken in England.

After the Romans came the people of Britannia (the Celts and the Picts) continued to speak their own languages, Celtic and Pictish, but they borrowed some Latin words from the Romans. One such word was the Latin word for "military camp," castra, which later meant any walled or inhabited place. Today there are some place names in England with endings such as --cester, --caster, and --chester. These are found in the names of places like Worcester, Lancaster, and Winchester. Can you think where these names might have come from?

The Romans had very advanced methods of road building, war making, cooking, and trades or occupations. Because the conquered people did not have such occupations, they borrowed the Latin words which referred to them. Some of the words which the Celts and also the Germanic tribes on the continent of Europe borrowed from the Roman soldiers were camp which meant "battle," pil "javelin," mynet "coin," and pund "pound."

Here are some more words which were borrowed from the Roman soldiers. Can you guess what these words mean?

straet	cycene	cuppa
mil	win	disc
weall	cese	cytel

History of the English Language: Lesson 3 Language V-VI
Teacher

WHY ENGLISH?

PURPOSE: To show students the relationship between the fact that they speak English today and the departure of the Roman legions from the British Isles in the fifth century A. D.

CONTENT: The student material gives an account of the raids on the Britons and the Picts and Scots after the departure of the Roman legions in the fifth century. Students will be asked, with the help of maps, to discuss the changes which these events brought to the British Isles, and the effect they had on the language they speak today.

BACKGROUND INFORMATION: You may wish to review the material in the introduction to the unit as background for this lesson. The Germanic tribes (the Angles, Saxons, and Jutes), the Celts (the Britons and Scots), the Picts, and the Romans are the peoples involved in these events.

SUGGESTED PROCEDURES: The names of the many different tribes in this lesson may be confusing to the students. But grouping them as Germanic, Celtic, etc. may help as will the maps, which are included to help clarify the movement of peoples and tribes. Learning the names of the tribes or their movements is not important. The important concept the students should learn from this lesson is that there is a relationship between the Roman soldiers leaving the British Isles and the fact that the language spoken there today is English, a language which is named after one of the tribes (the Angles) who brought this Germanic language to the British Isles at that time.

This lesson should probably be handled as a class project. Read the material with your students and then discuss it with the entire class. The maps should be looked at together and discussed.

When you proceed to Part II, you may wish to have a transparency of the map to show more clearly some of the places where the people settled.

Discuss the questions at the end of the student material.

WHY ENGLISH?

I. Around the year 450 A. D. the Roman soldiers were called home to defend Rome against invaders. The map below shows where the Britons, the Picts and the Scots lived at this time.

The Britons had depended on the Romans to defend them against attacks from invaders for so long that they were not prepared to defend their home-land after the Roman soldiers left. The Picts from the north and the Scots from the West had attacked before and been driven off by the Roman soldiers but now there were no soldiers and they took advantage of the situation and attacked the Britons.

What happened then is told by a monk named the Venerable Bede, who lived in England about 300 years afterward and wrote a history of the English people. According to Bede, a king of the Britons named Vortigern asked a tribe called Saxons to come and help the Britons drive off the attacking Picts and Scots. The Saxons were a Germanic people who lived in what is now the north part of Germany. The first Saxons landed in 449 A.D., and it was not long before they defeated the Picts and Scots.

But the story didn't end there. The Saxons liked Britannia better than they did their own country across the sea, so they decided to stay. They took over the farms and houses of the Britons that they had come to help and drove the Britons off or killed them. Then they sent word to their friends and relatives across the sea that Britannia was a fine fertile country and that the native Britons were poor fighters. As a result, a great many Saxons came over to Britannia to settle, and so did many of their neighbors called Angles and Jutes. In a hundred years or so, invaders from these three tribes had driven the Britons out of the lands they had had and either killed them or chased them into the mountains in the north and west of the island or across into what is now Ireland.

II. Now look at the map below and see how these events affected the people of the British Isles. The map shows where the Britons and Scots lived about 100 years after the Roman soldiers left, after the Angles, Saxons, and Jutes (the Germanic tribes) had come to the British Isles from the Continent. You can see that the Germanic peoples now lived where the Britons had lived before. The Britons were driven up into the highlands and to the west of the island, and some of their descendents are the Welsh people of today. Some even left the British Isles and settled across the channel on the continent in what is now called Brittany. The Scots moved to the North of Britain and absorbed the Picts.

The Germanic tribes did not speak exactly the same language. But they spoke similar dialects of the same language. And it is the language of these Germanic tribes--the Angles, the Saxons, and the Jutes--which became the English language. This is the language which you heard on the tape. One of the tribes gave their name to the language, the land, and the people. Which tribe was it?

If the Roman soldiers had stayed in Britannia would this have had any effect on the language you speak today?

What might have happened to your language if the Angles, Saxons, and Jutes had not invaded Britannia? What language might you be speaking now

THE VIKING RAIDERS

PURPOSE: To relate the Viking raids on England to the borrowing of Danish words by the speakers of Old English, and to identify some words which we have in Modern English as a result of this borrowing.

CONTENT: This lesson includes an account of the Danish Viking raids on England in the 9th century A. D. which resulted in a meeting of the Danish (Old Norse) and Old English languages, both of which were Germanic. The students are asked to consider what effect this event in history might have had on their language and what effect a change in history would have made on their language.

They are exposed to some words borrowed from the Vikings and asked to generalize about the types of changes brought into the language with these words. As a last exercise they are asked to look at some Danish, Old English and Modern English words as examples of how words are borrowed from one language to another.

BACKGROUND INFORMATION: The Vikings who came in great ships from Denmark to raid England in the ninth century were yet another Germanic people from the continent. Racially, socially, and linguistically, they were closely related to the Angles, Saxons, and Jutes who had come several hundred years earlier. They spoke a Germanic dialect called Old Norse which later developed into the modern Scandinavian languages (Swedish, Danish, Icelandic, and Norwegian). At the time of the Viking raids, Old Norse and Old English were very similar languages and the English (Angles, Saxons, and Jutes) and Vikings probably had little difficulty understanding one another. By this time the English had been converted to Christianity by the Irish, but the Vikings were still pagans. The English, who at this time were not a completely united people, often fought among themselves, and during the struggle against the Danish raiders some Englishmen fought on the side of the Vikings. After conquering part of England, the Vikings were defeated by King Alfred at the Battle of Ethandum and peace was established. The Vikings settled down in the northern part of England under a Danish King to live side by side with the English. A Danish king, Canute, ruled over all of England as well as Denmark.

Because of the similarity in their languages as well as the mingling of the two peoples, many Old Norse words came into the English language. Many of the Modern English words with the the sk sound came from this source. Early Old English no longer had words with the sound, but it did have words which were written scip and disc but pronounced "ship" and "dish". All words in Modern English with the sk sound have been borrowed from other languages.

SUGGESTED PROCEDURES:

1. Begin by discussing the questions at the beginning of the student material. This will help with a little background on the Vikings. If necessary, or if the students are very interested, allow some of them time to do brief research on the Vikings and report back to the class.

2. Let the students read the material in Part 1, and discuss the questions in small groups, or as a class. Then as a class discuss their answers to the questions, keeping the following points in mind: a) In order for the English and Vikings to fight together on the same side, they had to learn some of each other's language. This was the beginning of the mixing of the Danish (Old Norse) and Old English languages. b) The Viking raids on England and the Viking's subsequent defeat was one event in history which determined what language we speak today.

3. In their small groups have the children read Part 2 and answer the questions. As a class, discuss the answers they arrive at and check their accuracy.

4. Let the students read the rest of the lesson and complete the exercises. Both of the statements, a and b, are true. The Old English words which have been discarded are sweestar, ey, and eye-thril. The Old English word for skin was an older version of our Modern English word hide.

5. Because the Vikings were such colorful figures you may want to use them as subjects for a supplemental art lesson. Have students look up information about their ships and appearance and then draw or paint pictures illustrating some of the events.

THE VIKING RAIDERS

Who were the Vikings? What were they like?

1. The Danish Vikings were a war-like people living in what is now Denmark. They were a Germanic people, like the Angles, Saxons, and Jutes, and they spoke a Germanic dialect which scholars today call Old Norse. Around the mid 800's these Vikings in their great ships sailed to England to raid and plunder the country. Their raids were simple; they killed or destroyed anything they did not need or want and kept anything they thought was valuable. By this time the English were Christians and the Vikings were not. The English, even though they were a Germanic people like the Vikings and spoke a language very similar to Old Norse, thought of the Vikings as a barbaric and uncivilized people.

The English were not a completely united people, and some of the English joined the Vikings as they fought the English. The Vikings came in great numbers and began to settle in England and to conquer more and more of the land. But they finally met an English king whom they could not defeat. The king who finally stopped the Vikings was King Alfred. He was much beloved by the people because he worked very hard for their welfare. He improved the laws, promoted education and learning, rebuilt the destroyed cities and started a navy. He is the only English king who is called "the Great."

The first time he defeated the Vikings, he let them go free, but they came back later to fight him again. At the Battle of Ethandum, after he had defeated them for a second time, his advisors wanted him to kill all of the Vikings. Instead he signed a peace treaty with their king, and the English and the Vikings settled down to live side by side.

What might have been the outcome if the Battle of Ethandum had been won by the Vikings instead of by King Alfred's army?

What effect might it have had on our way of living? On our language?

2. The contact between the Vikings and the English during the time they were fighting, and even more when they lived side by side in England, had an effect on the English language. English and the Old Norse language of the Vikings were very similar and the Vikings and the English probably had little difficulty talking to one another. But there were some difference and the English language borrowed many words from Old Norse at this time.

Below is a list of words that were used in Old English around 1000-1100 A.D. All of these words came from Old Norse.

skin	fellow	score	scare	low
leg	steak	scrap	ugly	thrive
stack	link	awkward	weak	happen
loose	snub	scowl	clip	dazzle

On a separate sheet of paper, make a list of all of these words that have the sk sound.

Does the beginning sh sound give you any clue about the name of the people who used these words? There is a modern English word which we use to refer to the modern day descendants of the Vikings in the north countries, and for that part of Europe where they now live. Can you guess what it is?

3. You may have asked yourself, "How did the English go about borrowing words from the Vikings?" Did they only borrow Danish words for which they had no words in Old English? The list of words below may help you understand a little more about how words are borrowed. The first is a list of Old English words, the second list has the Danish (Old Norse) form of the words, and the third list has the Modern English version of the words. Look closely at the list, then answer the questions that follow.

Old English	Old Norse	Modern English
sweestar	syster	sister
ey	egg	egg
eye-thril	vindauga	window
no	nay	no
shatter	scatter	shatter, scatter

Which of the following statements of how Danish words were borrowed by the English is true?

a. The Anglo-Saxons discarded some of their own words in favor of the Danish words. Give examples to prove your answer.

b. Although the meaning was the same, the Anglo-Saxons often kept both the Anglo-Saxon and Danish forms. Give examples to prove your answer.

What Old English words in the above list do you think might have been discarded?

All over the world, as people of different languages come in contact with one another, they often borrow words from other languages. Sometimes words are borrowed because one language doesn't have a word for a particular thing. Sometimes people borrow the word and the thing it refers to at the same time. Most words are borrowed unconsciously; that is, no one decides to start using them. It just happens. As the borrowed words are used by more and more people, they become part of the language. Other than borrowing specific words to refer to specific things, it is hard to guess why certain words are borrowed and why others are not. We don't know the answers to the following questions, but you might have fun discussing them, and guessing what the reasons might have been.

Why do you think the English began using the Old Norse words for sister, egg, and window, instead of the Old English words?

Why did they keep both shatter and scatter as words?

Why did they keep nay and no? (Nay remained a part of English until a few hundred years ago.)

Look at the list of words in part 2. Do you think the people speaking Old English had words for skin, for leg, or for any of the others?

Do you think you could guess what the Old English word for skin was? It is a word that we still have in English and it still means skin. See if you can think of it.

History of the English Language: Lesson 5 Language V-VI
Teacher

KING ALFRED THE GREAT

PURPOSE: To help the students see the importance of King Alfred's influence in reading Old English.

CONTENT: In this lesson the students will read about the influence of King Alfred in getting Old English recorded in writing. They will listen to a passage from the Anglo-Saxon Chronicle and try their hand at some simple translating.

BACKGROUND INFORMATION: Only parts of the Anglo-Saxon Chronicle and the translations into Old English made in King Alfred's day have survived to modern times. These are, however, the oldest records there are of what Old English was like. Almost all we know about Old English, we know because of these few records. For a time it was believed that King Alfred himself made all of these translations. It is now known that although he did not make all of them, he probably did make some of them, paid to have others done. In addition he encouraged the completion of still others.

SUGGESTED PROCEDURES: Have the students read the lesson. Questions such as the following could be used as the basis for class discussion or could be duplicated to be used for small group discussions.

Why is it important to have books written in a language you can understand?

What would we know about Old English if the Anglo-Saxons had written only in Latin?

After the discussion let the class listen to the short passage from the Anglo-Saxon Chronicle as they view it on the overhead projector.

For transparency: He wæs cyning ofer eall
Ongelcyn butan ðæm dæle
ðe under Dena onwalde wæs

For overlay:

Word for word translation:	Translation into Modern English idiom:
He was king over all	He was king over all
English race except that part	the race of English except that part
which under Danish power was.	which was under the rule of the Danes.

Before showing the students the overlay, see if they can guess the meaning of any of the words.

Listen to the passage again after having a child read the Modern English translation.

As a conclusion you may wish to give the students a sheet with the following Old English words on it and see if they can put down the proper Modern English translation.

he	he
wæs	was
cyning	king
ofer	over
eall	all
ðe	the
butan	except
under	under
Dena	Danes

KING ALFRED THE GREAT

In the late 800's, King Alfred was a powerful king of Wessex, in England. He was powerful because he had the support and devotion of the people. He had their support because he had worked hard for their welfare and had made England safe by defeating the Vikings. King Alfred worried a great deal about his country and wanted to make it better. He felt he could help to do this by making learning available to more of the people. At that time most of the books were printed in Latin and only people who could read Latin could read them. King Alfred decided to have the most important books translated into Englisc (Old English). He even helped translate some of these books himself. He also encouraged others to translate books on philosophy and history in hopes that more Englisc-speaking people would read these books and learn from them.

King Alfred was at least partly responsible for the Anglo-Saxon Chronicle being written. The Chronicle, which was started in the 890's was a record of events in England up till the 1100's. It is because we have parts of the Anglo-Saxon Chronicle and parts of translations made in Alfred's day that we know as much about Old English as we do.

History of the English Language: Lesson 6 Language V-VI
Teacher

DUKE WILLIAM BECOMES WILLIAM THE CONQUEROR

PURPOSE: To help students understand the effect of the Norman Conquest of England in 1066 and the subsequent establishment of French as the language of government, business and schools, on the life of the English people and on the English language.

CONTENT: The lesson includes a condensed history of the invasions of the Normans, first in France, where they stayed and adopted the French language and way of life, and second in England, as a result of the English throne being promised to William who was Duke of Normandy in France.

To help them appreciate how the English may have actually felt about the French and the possible effects these feelings had on the language, students are given a chance to role play the way the Anglo-Saxons might have reacted to French influences.

BACKGROUND INFORMATION: The Normans who invaded England in 1066 were again another group of Germanic people, whose name comes from Northmen. They were Germanic Vikings, who in the 10th century had conquered Normandy, that part of France which still takes its name from these raiders. They had lived in France for about 100 years at the time they invaded England. During this 100 years they had settled down, intermarried, and adopted the French language and way of life. In 1065 Edward the Confessor, king of England, died without an heir. The nobles of England named the most powerful earl, Harold Godwin, as the new king and he was crowned by them and by the Archbishop of Canterbury. In France, Duke William, Duke of Normandy, claiming that he had been promised the crown by Edward, gathered his army and invaded England. At the Battle of Hastings in 1066, Harold was killed by an arrow in his eye. The leaderless English were then easily defeated by William, who proclaimed himself William the Conqueror, King of England, and proceeded to conquer the rest of England. With the English defeat a new French-speaking ruling class was established in England. William brought to England many lords and ladies and gave them the land formerly held by the Anglo-Saxons. By helping one another, William and the French nobles were able to maintain their rule over England. They considered themselves, however, to be Frenchmen and not Englishmen. Although the business, government and schools of the country were carried on in French, the common people still spoke English. The French learned only as much English as they had to in order to rule the common people, to be able to travel, conduct business and otherwise carry out their affairs. The English also learned only as much French as was necessary. The exact amount of language learned depended on the individual and his relationship with the people who spoke the other language. For some this was nothing, for some it was a complete bilingualism, but for most, it was just a few words and phrases. Because of this dual language situation many, many French words were borrowed into English and the language changed rapidly.

SUGGESTED PROCEDURES: Let the students read the material as an oral class exercise. You may have them enter some of the events on the time line.

After reading the passage, discuss the following questions.

How might the people of England have felt toward the Norman rulers in the areas of:

land ownership?
riches?
way of life?
education?
language?
business?

How might the English people have bettered themselves in these areas?

Do you think it would help the English to know the language of the French?

Do you think it would help the French to know the language of the English?

Hand the students cards on which are printed the following specific roles. Divide them into groups so that everyone will be playing a role. It might be wise to have the students read the cards aloud and choose which role they would like to play and to discuss the attitude the character should have. Guide the children into these roles as best you can without giving them too specific instructions. Instruct the students to try their best to follow the instructions on their card, and to remember the points brought up in the discussion. Have them pretend that the six of them (you may have one group with less than six) are all at the local inn, sitting around the fireplace talking about their situations.

Card 1: You are an old swineherd who loves England and the English people. You feel that the young men should fight the French.

Card 2: You are an old Englishwoman, a weaver, You are jealous of the fine materials the French tailors use. You have nothing against the rulers, but you are jealous and would like to learn how they make such fine cloth.

Card 3: You are a young Englishman who wants to gain favor with the lord of the land (landlord) and the King. You know if you learn the French language and try to please the nobles and the king, you too, will be rich. You like the English people and the English language, but you can see that the French have what you want and you are willing to turn against your people to get it.

Card 4: You are a young Englishwoman and a cook. You are willing to do anything to get into the kitchen of some castle where you can meet nobles and learn to cook the way the French do.

Card 5: You are a footman (personal servant) or maid for a lord or lady. You know the French language and live in a castle with your lord or lady. You are a spy and are trying to get others to say bad things about the French lords. You know that if you report any traitors to your lord or lady, they will look in favor upon you.

Card 6: You were a good English soldier, a great fighter. You fought against the Norman French at Hastings but you now see that you must change if you want to become a soldier of the new king.

After the above role playing activity, let the class discuss some of the points brought out by their role playing. Stress the effect of the events on language change by using questions such as the following:

As an Englishman what would probably be the one most important factor in getting ahead in the new government?

Do you suppose the English borrowed any words from the French? Why or why not?

What kinds of words do you think they borrowed?

What words might the old swineherd have borrowed?

The weaver?

The young man wanting to gain favor?

The cook?

The footman?

The maid?

The soldier?

You need not use all of these roles, and you need not arrive at any conclusions. The next lesson will deal with a few of the words which were borrowed.

DUKE WILLIAM BECOMES WILLIAM THE CONQUEROR

About the time the Danes were stopped in England, another Germanic tribe, called the Normans (North-manni or Northmen), conquered what is now Normandy in France. The Normans were pleased with the more advanced way of life they found and soon married among the French, learned to speak the French language and settled down to the business of ruling the part of the country they had conquered.

King Edward the Confessor of England, who was in some way related to Duke William of Normandy, liked the French very much. Before King Edward died in 1066, he had promised his throne to Duke William. But when Edward was dead, the people of England chose Harold to be their king. This displeased Duke William; so he gathered his armies together and invaded England.

King Harold and Duke William's armies met in the Battle of Hastings, where King Harold was struck in the eye by an arrow and died. With the English leader dead, Duke William's army easily defeated the disorganized English and the Duke of Normandy proclaimed himself William the Conqueror, King of England.

The new king brought with him from France many lords and ladies who were his friends. To them he gave land which they could rule as long as they helped protect and support him. In turn, he agreed to protect them and they were allowed to give land to their friends. Such an arrangement is called feudalism.

These nobles did not come to England to farm and work, but only to rule. They still thought of themselves as Norman Frenchmen, not Englishmen. With them came wonderful cooks, talented craftsmen, men of law, education and religion, as well as their fine and rich way of living and their French language.

Soon William was in complete control of all of England and had set up courts of law, schools and churches throughout the country.

What effect do you think the Normans had on the language of the English?

History of the English Language: Lesson 7 Language V-VI
Teacher

A FEW SPOKE FRENCH--MANY SPOKE ENGLISH

PURPOSE: To summarize the effect on the English language of the Norman Conquest and the nearly 200 years of close contact between English and French, and to relate this to the establishment of the year 1066 as the beginning date of the Middle English period of the English language.

CONTENT: The lesson includes an essay which discusses the effect of the Norman invasion on the English language and gives reasons for the rapid change in English in the 200 years following 1066. The lesson concludes with some discussion questions which should help students make some generalizations about language change.

BACKGROUND INFORMATION: For over one hundred years the Normans retained their rule of Normandy in France and continued themselves to be Frenchmen, even though they lived in England and many of them had never been to Normandy. Early in the 13th century, when the French regained control of Normandy, the English Normans lost their land in France. As a result they began to think of England as their permanent home. With their ties with France broken, they began more and more to use English, and by the end of the century, the affairs of the country were again carried out in English. The use of French in England had lasted for about 200 years.

The Battle of Hastings in 1066 is given as the date of the beginning of the Middle English period of the English language. This is, of course, an arbitrary choice of a date. But there is no question that the Norman Conquest had a profound effect on the English language. There are several reasons for this. Probably one of the most important was the establishment of French as the language of the ruling class, which eliminated any dialect of English as the prestige or standard dialect. A standard dialect has a stabilizing effect on language. The absence of one leaves the language open to rapid change. A second cause was the long and close contact between the two languages. This is probably most evident in the borrowing of French words, but it can also be seen in the change in the position of stress on words. The stress pattern of the Romance languages was substituted for that of Germanic languages. A third cause is two-fold. It is probable that in the late Old English period just before 1066 written language did not quite accurately reflect the spoken language. Written language is always slower to change when a standard literary language becomes established, as one had been in Old English. During the Norman French period hardly any writing was done in Old English, but the language continued to change, and the change was even more rapid. At the end of the period, when English began to be written down again, it reflected the actual spoken language of the time, thus incorporating all previous changes. It was, by this time, very different from the Old English which had been written before the Norman Conquest.

SUGGESTED PROCEDURES: As a class, or individuals, or in small groups, have the students read the lesson. Use the questions at the end of the lesson to guide class or group discussion.

A. Why do you think 1066 is said to be the date when the Middle English period began? (The year 1066 was the year the French came to England and it was their coming that brought about changes leading to Middle English.)

B. Who was the king who was so interested in the English language before the Norman Conquest? (King Alfred encouraged writing by people of the ruling class during his reign, and encouraged the writing of documents in Old English, and the translation of literary works into Old English.)

C. What things do you think would happen to your language if no one wrote it down for a century or more? (Spellings might be forgotten and new words could be borrowed or invented. Also word meanings and order might change.)

D. What might have happened to your language if French had become a popular language with the common people? (Today we might speak a language much like French.)

A FEW SPOKE FRENCH--MANY SPOKE ENGLISH

The Norman French who ruled England for nearly two hundred years felt little need to learn the English language and the English people learned only enough French to fill gaps in their language or to help themselves gain favor with the Normans. During this time when the people living in England spoke two languages, nearly all of the writing was done in French. Even during King Alfred's day when things were being written in Old English, only a few people, almost all from the ruling class, could read and write. But having a ruling class of people who could read and write, and having a form of the language which was written down, helped to slow down change in the language. When the French were in England, English was no longer being written. Because of this and because of the close contact with the French language, the English language changed very rapidly.

After the Normans had ruled England for over a hundred years, the French reconquered Normandy and the Normans no longer had a home in France. They began then to think of themselves as Englishmen and slowly began to speak English. By the end of the two hundred years, the Normans in England, as well as the English, thought of themselves as Englishmen, and spoke English, and so now the writing, the business, the government, the schools, once again, were carried out in English.

But by this time, English had changed a great deal from the last written records of two hundred years before and instead of Old English it is called Middle English. The date when the Normans conquered the English in the Battle of Hastings is 1066. This is the date that is said to be the beginning of the Middle English period. The language did not change suddenly in the year 1066, but it did change gradually in the next 200 years and this rapid change was due to the Norman Conquest.

A. Why do you think 1066 is said to be the date when the Middle English period began?

B. Who was the king who was so interested in English before the Norman Conquest?

C. What things do you think would happen to your language if no one wrote it down for a century or more?

D. What might have happened to your language if French had become a popular language with the common people?

History of the English Language: Lesson 8 Language V-VI
Teacher

WHAT WAS MIDDLE ENGLISH LIKE?

PURPOSE: To provide students with an opportunity to listen to Middle English, and to discover some similarities between Middle and Modern English.

CONTENT: In this lesson, the students will have an opportunity to hear some Middle English, to look at something hand-written in Middle English, to see a word for word translation of the taped passage, and to compare Middle English to Modern English. This will enable them to begin to see some of the changes brought about by the Norman Conquest. (The taped passage is provided.)

BACKGROUND INFORMATION: Certain historic events played an important role in shaping our language. One of these was the Norman Conquest. As a result Middle English is much more like Modern English than Old English was. It is still difficult to read because spellings were different and pronunciations were different. Many words which remain in the language today sometimes had different meanings in their Middle English versions, and many of the words are no longer used. In spite of all this, Middle English looks and sounds like English and not so much like a foreign language. In some respects the looks are deceiving. Some words are spelled today as they were in Middle English, but the pronunciation of the vowels has changed. The specific changes are not so important as the fact that they have indeed changed. The students should be made aware of this.

SUGGESTED PROCEDURES: If necessary, review with the students the material in lesson 7. You may wish to combine Lessons 7 and 8 into one lesson.

This lesson includes in the student material an example of handwritten Middle English. The passage is from The Clerk's Tale from Chaucer's Canterbury Tales. A copy of it with Middle English spelling, a word for word transliteration, and a modern prose translation are all included in the student material. The teacher material includes a taped version.

It would probably be best to have the students listen to the taped passage before they look at the written version in their student material.

Several activities are listed below. Choose from these the ones you would like the students to do.

1. Let the students listen to the tape without any written version to watch.

2. Let the students listen to the tape while they follow along with the written version.

3. Have the students pick out and list from the written version the words which are spelled the same in Middle and Modern English.

4. Take the words picked out in #3 and check to see if the meaning is the same in Middle and Modern English.

5. Have the students listen to the tape a third time and see how many of the words picked out in #3 were pronounced the same in Middle English as they are now. They could do this by taking the list they made in #3 and underlining the ones that are the same.

6. You may wish to let the students take the Middle English version and the word for word translation and try their own hand at translating it fully into Modern English.

7. Using the Old English taped passage from a previous lesson, let the students compare and contrast Old and Middle English with their language today through the use of questions such as the following:

   a) Can you understand any of the Old English? the Middle English?

   b) Are there any words which you can recognize by their sound in Old English? by their spelling in Old English? by their sound in Middle English? by their spelling in Middle English?

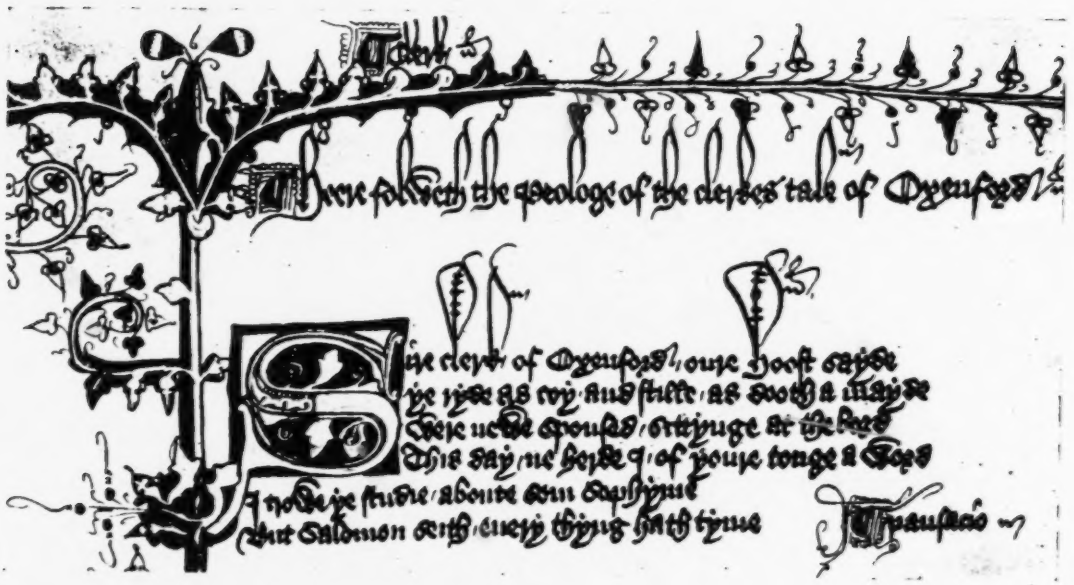
   c) Which of the two, Old or Middle English, is nearer your own language?

WHAT WAS MIDDLE ENGLISH LIKE?

Old English sounds like a foreign language to us; it is very different from Modern English. After two hundred years of mixing with Norman French and changing very rapidly, what do you think the English language sounded like? On the next page you can see what it looked like when it was written down. In the early 1400's writing was still done by hand. Something written by hand is called a manuscript. Many of those who copied manuscripts by hand were like artists and took great pride in their work. Often they decorated the pages with colors and gold. Such manuscripts were said to be illuminated.

The picture on the next page is of one of these illuminated manuscripts. The original is in beautiful colors. Many encyclopedias have colored pictures of illuminated manuscripts. If you would like to look them up you will probably find them under manuscripts or illuminated manuscripts. You can see from this illustration that not only have pronunciation, spelling, vocabulary and grammar changed, but so has writing.

On page 3 you will find (a) a typed version of the passage from this manuscript, (b) a word-for-word translation of it into Modern English, and (3) a modern translation of it using normal word order.


Here folweth the prologe of the clerkes tale of Oxenford
The clerk of Oxenford oure Host sayde
Ye ryde as coy and stille as doth a mayde
This sayd he lyked of youre tonge a Goos
But Salomon seith eueryh thyng hath tyme

Translation of the passage from Chaucer in the illuminated manuscript.

In Middle English Spelling:

Heere folweth the prologe of the clerkes tale of Oxenford

Sire clerk of Oxenford, oure hoost sayde,
Ye ryde as coy and stille as dooth a mayde
Were newe spoused, sittynge at the bord;
This day ne herde I of youre tonge a word.
I trowe ye studie aboute som sophyme;
But Salomon seith every thyng hath tyme

Word for Word Translation:

Here follows the Prologue of the Clerk's Tale of Oxford.

"Sir Clerk of Oxford," our host said,
"You ride as coy and still as does a maid,
Were newly married, sitting at the board;
This day not heard I of your tongue a word.
I think you study about some sophistry,
But Solomon said, 'everything has (a) time.'"

Modern Prose Translation:

Here Follows the Prologue of the Cleric of Oxford's Tale:

"Sir Cleric of Oxford," our Host said, "you ride along as quiet and demure as a newly-married girl sitting at the table; I haven't heard a word from your tongue all day. I think you must be pondering over some sophistry; but Solomon says, 'There is a time for everything.'"

History of the English Language: Lesson 9 Language V-VI
Teacher

LET'S PRINT IT IN ENGLISH

PURPOSE: (1) To show the effect of William Caxton's bringing the printing press to England and making books more available to the people; and (2) to reinforce for the students how much Middle English sounds like Modern English.

CONTENT: The students are provided with another passage from Chaucer's The Canterbury Tales which they are asked to translate after hearing it on tape.

BACKGROUND: An Englishman, William Caxton, after studying printing in Germany for some time, opened the first print shop in London around 1475. There is no doubt that the introduction of the printing press in England and the availability of reading material to larger segments of the population had far-reaching effects on the language. What those effects were is not so clear, but one of the clearest and most far-reaching was on the spelling of English. Prior to this time, there was not a single system of spelling conventions. Spelling differed from dialect to dialect, from scribe to scribe and even the same scribe would spell words differently from time to time. The idea that there should be only one correct spelling for a word had not been accepted. There were certain agreements about which letters stood for which sounds, but even this was not completely uniform. Each person spelled somewhat phonetically. At various times and in various places, the spellings became somewhat fixed, but there was always a flexibility which today we would consider to be chaotic. The introduction of the printing press began the move toward conventionalized spelling. Slowly, printers agreed upon accepted spellings for almost all words and two hundred years after the introduction of the printing press, spelling conventions were established and have changed very little since then. The spelling of English is quite conservative, preserving many historical facts which have been lost in the spoken language.

SUGGESTED PROCEDURES: Let the students read and discuss the material presented in paragraph one in small groups. In discussing the questions try to bring out the following points: 1) without a method of mass reproduction, it was impossible to obtain large amounts of any specific work. 2) Handwritten books were very expensive and only a few people could have them.

Have the students listen to the taped passage from The Canterbury Tales once and then read paragraph two. Then have them follow along with the printed version as they listen the second time. You will also find on the tape, following the regular reading of the entire passage, a section where each sentence is read slowly once. Next each sentence is read through slowly twice. If you wish you may have the students listen to one of these presentations and try to translate into Modern English what they think the speaker has said. A word-for-word translation is printed below for you so that you may help them with some of the more difficult words.

Teacher: You might like to reproduce the following passage for your students or to put it on a projector.

For taped passage:

Middle English Version

Greet chiere made our Hoost us everichon,
And to the soper sette he us anon.
He served us with vitaille at the beste:
Strong was the wyn, and wel to drynke us leste.
A semely man OURE HOOSTE was withalle
For to han been a marchal in an halle.
A large man he was with eyen stepe--
A fairer burgeys is ther noon in Chepe--
Boold of his speche, and wys, and wel ytaught,
And of manhod hym lakkede right naught.
Eek therto he was right a myrie man,
And after soper pleyen he bigan,
And spak of myrthe amonges othere thynges,
Whan that we hadde maad our rekenynges,
And seyde thus: "Now, Lordynges, trewely,

Word for Word Translation

Very comfortable made our Host us everyone
And to the supper seated he us at once.
He served us with victuals (food) at the best:
Strong was the wine, and well to drink us lest.
A seemly man Our Host was withall.
For to have been a marshall in a hall.
A large man he was with eyes protruding--
A fairer burgess is there none in Cheapside--
Bold of his speech, and wise, and well taught (schooled)
And of manliness he lacked completely naught (nothing).
And thereto he was extremely a merry man
And after supper, playing he began
And spoke of mirth among other things
When that we had made our reckonings
And said thus, "Now, Ladies and gentlemen, truly

Modern Prose Translation

Our Host made each of us very comfortable and soon sat us down to supper. He served us with the best food; the wine was strong, and we were glad to drink. Our Host was a seemly man, fit to serve as major-domo of a banquet hall. He was a large man with protruding eyes--no more impressive burgess is to be found in Cheapside--frank in his speech, wise, and well schooled, and nothing lacking in manliness. Also, he was a very merry man, and after supper began to play and told many jokes, among other things, after we had paid our bills. Then he said: "Now, ladies and gentlemen, truly

LET'S PRINT IT IN ENGLISH

1. William Caxton had studied printing techniques in Germany and in 1475 he brought the first printing press to England. He set up his shop in London in order to print books in the language used by the people of England. Today we call the language which was spoken then Middle English.

Why was the printing press such an important invention?

How were books made before this time?

Why was it important to print books in English?

2. Caxton printed many books in Middle English, including a tale of King Arthur, Morte D'Artur by Malory, and Chaucer's The Canterbury Tales, part of which you looked at in an earlier lesson. On the next page is another passage from The Canterbury Tales as William Caxton printed it. Listen to the tape recorded version of it first without reading. Then turn the page and read along as you listen to the tape a second time.

Prologue

Gret cheer made our oste to vs euerychon
And to soupere sette he vs anon
He serued vs vvyth vytayll at the beste
Strong vvas the vvyne & vvel dronke vs tyste
A semely man our oste vvas vvyth alle
For to be a marchal in a hordes halle
A large man he vvas vvyth eyen stepe
A fayrer burgeys is ther non in chepe
Bold of hys speche and vvel vvas y taught
And of manhood lacked he right nought
Eke therto vvas he right a mery man
And after soupper to pleyen he began
And spak of myrthe amonge other thynges
Whan that we hadde made our reckenynges
He sayd thus now vvordynges trewly

PAPYRUS, PARCHMENT, OR PAPER

PURPOSE: To help students learn something about 1) the history of paper making; and 2) the relation between the invention of modern paper and the development of the printing press.

CONTENT: The lesson includes an account of conditions leading up to the invention of the printing press and the importance of the introduction of paper into Europe. It also describes how the Chinese made paper. Students are asked to do some research on papyrus, parchment, and paper and how they were made. There is an opportunity for them to compare the methods used in the Middle Ages with modern methods.

BACKGROUND: The introduction of the paper making process into Europe came at a good time. Papyrus and parchment, which had been used up until that time in handwritten books, were both expensive and limited in quantity. Finally, when the Turks and Arabs brought the process of paper making to Europe, it became possible to print in quantity and a printing press became desirable.

PROCEDURES: As motivation for the lesson, discuss with your students the following questions:

1. What things made a quick method of printing desirable?

2. What kind of material was needed before a printing press could be useful?

3. Who invented paper? When was it invented?

Try to bring out that certain conditions created a need for a printing press: a demand for more books and written material which people wanted produced in large quantities; and some cheap material to print on. Explain to your students that up until about 500 years ago a cheap material to print on had been lacking. Tell them that in the lesson they will find out about the invention of paper.

Ask students to read the first paragraph individually or in groups and then do the research asked for. After they have had an opportunity to gather the information, discuss with them how papyrus and parchment were made and what materials were used. You might have one student report on the findings of his particular group.

Then have the students read the remainder of the lesson and try to find out how paper was made in the Middle Ages and how it is made today. If you have access to a film or film strip on modern paper production you might want to show it as a basis of comparison of methods.

If no film or film strip is available, have an interested student or group of students look up modern paper production in their school encyclopedia and report back to the class.

A field trip to a paper factory would be a possible activity in areas where such plants are located.

SUGGESTED ALTERNATE QUESTIONS FOR MOTIVATION:

Some students may not be able to answer the questions about the printing press or the invention of paper in the form presented. More divergent questions may create a more lively discussion.

1. What would happen if we did not have a quick method of printing?

2. What would happen if paper became very expensive?

You might want to relate their responses to their own classroom by asking them how that would affect the classroom.

PAPYRUS, PARCHMENT, OR PAPER

In early times, "books" were hand written on stone walls, clay tablets or papyrus. It is not hard to understand why very few people owned these written works. In the Middle Ages, men wrote books on a material called parchment. Though these books were very beautiful, only one copy could be produced at a time and they were so expensive that only those people who were rich could afford them. Consequently there weren't many books and few people could read and write.

Look up parchment and papyrus in your encyclopedias. Report back to the students in your group telling them how these two kinds of writing materials were made.

Around 1450 a new material was brought to Europe by the Arabs. It was called paper. Paper was invented by the Chinese who had kept the process of making it a secret for centuries. Finally the Turks and Arabs learned about it from some Chinese they had captured. When the process became known in England, paper making became an important craft.

The process of making paper is not too difficult and different peoples have tried different materials in hopes of making better paper. The Chinese used rags, bark fibers, hemp and old fish nets. These were soaked in water and beat to a soft pulp. A wire sieve the desired size of a piece of paper was then put into the pulp and moved back and forth to remove the fibers. Then the sheet of pulp was squeezed in a heavy press to get rid of the excess water and the sheets were hung out to dry.

How is paper made today? How does the process differ from that used in the Middle Ages?

BLOCK BOOKS

PURPOSE:

1. To learn something about the block printing process.

2. To learn how paper helped printing become popular among the poor when it became economically available to them.

CONTENT: The lesson describes the method of block printing. The children are asked to make some block prints themselves in order to discover some of the disadvantages of this method. The discussion that follows should lead them to an appreciation of modern type.

BACKGROUND INFORMATION: Printing with blocks became popular with the invention of paper. The process involved etching the surface of a block of wood and cutting out the surrounding area so that a raised image was left. This was inked; paper was placed over it; and it was placed in a press.

The children are asked to make their own blocks and try the printing process, then evaluate it. Included is a copy of a block print used by Caxton in his version of Aesop's Fables.

PROCEDURES: Instruct the students to read the materials either in groups or individually.

Have the necessary equipment ready for them to do their printing: tempra paint, potatoes, knives, toothpicks for etching, and paper. Encourage the children to print with their "blocks" many times.

From the discussion questions try to draw from the class the facts that the letters lose shape after the block has been used frequently, the carvings are hard to make, and they take a lot of time. Lead them to see that a better way might be to carve whole words and use them over and over in different order as needed or possibly the best way would be to have a separate block for each letter. If the letter idea is suggested try to find what materials students would use to make the letters.

BLOCK BOOKS

With the invention of paper, printing began to grow in popularity in England. Large blocks of wood were cut and the craftsman would sketch pictures and write on the wood. Then, they would skillfully cut away the wood, leaving a raised outline of the pictures or letters. This carved block was then inked and a piece of paper placed over it. Finally the block the paper was put in a press. In this way the pictures and words on the raised surfaces were printed on the pages.

The poor people especially liked these pages and would hang them on their walls. But this method required a new block for each page and for each new book new blocks had to be carved.

On the following page is a copy of a block-print picture which was used in a book printed by William Caxton. If you look closely at the picture and the words at the top you may be able to decide what the words would be in Modern English. This will tell you part of the name of the book Caxton used this picture in.

Activity:

You might like to make your own block prints. Cut a potato in half or use a linoleum block. Print your name or initials on the block. But you will have to print them backward, the way they would look in a mirror, in order to make the print itself come out right. Now cut out around the letters. Using a roller, ink the raised surface and press your print onto paper. Make as many copies as you can and then discuss the following questions:

1. What problems did you find with this method of printing?

2. Can you think of a better way to print words? If so, explain it to the class.

ESOPVS

REUSABLE LETTERS

PURPOSE: To trace the development of printing type and to show students the possible effects of the printing press on education, religion, government, and business and how it promoted a new interest in language by making available inexpensive printed material.

CONTENT: The students are provided a brief history of the development of moveable and reusable type from individual wooden letters which lost their shape under the pressure of the press to metal type requiring special ink.

The students are asked to discuss how the press affected education, religion, government, and business.

PROCEDURES: Have the students read the lesson individually or as a class activity.

Discuss the questions in the activity section. In the discussion the following points might be brought out:

Effect of printing on education: Many books could be printed in the language of the poeple. Their interest in these books increased their desire to learn to read and write.

On government: People could now read about other parts of their country and the world and could be informed about laws and government. This gave them a greater interest in their government.

On religion: Most people could now own their own Bible from which religion was taught.

On merchants: As a result of paper and the press new businesses developed, such as book stores and book vendors, printing shops small papers containing news articles.

After the discussion let any interested students see what they can find out about Johann Gutenberg and his printing press and report back to the class.

An interesting follow up to the study of printing and its effect on the people in 15th century England might be a trip to a local newspaper or printing shop. This trip would emphasize advances in printing technology and the importance of printed materials in our life today.

Another interesting follow up might be to bring some printing sets to school for the students to examine and experiment with.

Still another idea might be to have the children start their own class newspaper or print shop.

REUSABLE LETTERS

Some people felt there had to be a better method of printing than using wood blocks. One such man was a German named Johann Gutenberg. Around 1440 Johann decided upon the method of printing you may have chosen in the last lesson. He took small pieces of wood and cut one letter on each piece. These letters were placed in rows to form words and sentences and locked into a frame. This frame of letters was then inked, covered with a piece of paper, put into a screw press (similar to the ones used to remove water from the paper pulp) and pressed. This was the first printing press.

This method posed a problem. The great pressure needed to get a good print caused the wooden letters to rapidly lose their shape. After some experimenting, Gutenberg finally made metal letters and a kind of ink that would work well on metal. Now the same letters could be used over and over. This made possible the printing of many copies of any books at a price even the poor could afford.

Activities:

1. What effect do you think the printing press might have had on the following:

   Education
   Government
   The Church and Religion
   Merchants

2. In an encyclopedia or library book, read more about Johann Gutenberg and his printing press.

History of the English Language: Lesson 13 Language V-VI
Teacher

HOW DID YOU SPELL THAT WORD?

PURPOSE: To illustrate some of the spellings of common English words that appeared in the early years of printing and to compare them with the generally accepted spellings of the same words today.

CONTENT: This lesson contains a brief explanation of the standardization of English spelling that occurred roughly within the first 200 years after the invention of the printing press; and an exercise in which students are asked to match early 16th century spellings of a list of common words with their modern spellings as a means of illustrating the process of standardization.

BACKGROUND: When all books were handwritten, only a few persons could read and write, and only a few were able to afford books of their own. With so few readers and with so few books available, spelling was much more individualistic than it is today. There was a general attempt by the scribes who made copies of books to spell in a way that would indicate the pronunciation of words, but inevitably each scribe tended to reflect in his spelling the pronunciation of his own dialect.

After the introduction of printing in the latter half of the 15th century, both the number of books and the number of readers greatly increased. Printers began to recognize that the problem of variant spellings could soon become an obstacle to general understanding of what was printed, unless steps were taken to agree to some extent on how to spell most words. Such agreement was eventually reached, though it did not come as a result of conscious cooperation but rather through imitation of the usage of the more influential printers. When a word was seen often enough in one particular form, those printers using a different form tended gradually to bring their own practice into line, at least partly because more readers expected to see the word in the generally accepted form.

Although the standardizing of spelling was in some ways a very good thing, it also had the disadvantage of widening the gulf between the way many words were written and the way they were pronounced in speech. Pronunciation continued to change in details, as it always must in a living language, but the written form of words did not, or at least changed very slightly once general agreement on spelling had been reached. Dr. Samuel Johnson, in his great dictionary published in the middle of the 18th century, recommended some additional changes in spelling, but the number of words involved was very small in proportion to the total vocabulary of English. Since Johnson's time very few changes have been made in English spelling. There are some differences between English and American spelling today, (tyre, tire; kerb, curb; etc.), and some words have alternate spellings in American English (theatre, theater; develope, develop; etc.), but except in advertising there is very little experimentation in spelling English words anymore.

SUGGESTED PROCEDURE: It would be well to supplement the brief student introduction to the subject of this lesson with a fuller explanation of your own. Then have the students do the exercise, either working it out together as a class activity, or individually or in small groups.

KEY TO EXERCISE 1

1. hote--	hot	11. sowre--	sour
2. lynen--	linen	12. moughtes--	moths
3. boyle--	boil	13. gotes--	goats
4. fayre--	fair	14. ayer--	air
5. drynke--	drink	15. gyue--	give
6. moche--	much	16. wasshe--	wash
7. agaynst--	against	17. dremes--	dreams
8. eulles--	evils	18. heed--	head
9. ryght--	right	19. swette--	sweat
10. hony--	honey	20. tethe--	teeth

HOW DID YOU SPELL THAT WORD?

From earlier lessons in this unit on the history of English you have learned that the English language that we speak and read and write today has changed a great deal over the centuries. As a matter of fact in many ways it is still changing. For example, the following words have appeared in English since the Atomic Age began back in 1945 when the first atomic bomb was exploded: reactor, fission, nuclear warhead, atomic power, and many more. And here are some new words that have appeared since space flight began a little more than a dozen years ago: countdown, splash-down, blast-off, launching-pad, command module, and so on.

One thing about English that is changing very little today, though, is spelling. Back before the printing press was invented (about 1450 A. D.), people spelled the same word in different ways, depending on how they thought it ought to be spelled. There were no dictionaries to look a word up in to see how other people spelled it, so the few people who could read and write spelled words pretty much the way they wanted to. Usually they tried to make the spelling of a word fit the way they pronounced it. But they did not all pronounce words the same way. There were many dialects spoken in England, and the same word would often be pronounced quite differently in one dialect from the way it would be pronounced in another. And so the spellings that reflected these different pronunciations were different too.

Before printing was invented, books had to be copied by hand by people called scribes. As you can imagine, this was slow work, and there weren't many books around. But when it became possible to print books on a printing press, a great many copies could be made much faster. And with more books, there came to be more readers. And with more readers, it soon became clear that unless words could be spelled more or less the same way each time, a lot of people would have trouble understanding what they tried to read. After all, if one word was spelled six different ways, it would be hard sometimes to know just what the word was.

So, with the help of the printers, people gradually began to agree more and more on how to spell English words, and within 200 years after printing was invented most English words were spelled pretty much the way they are now.

Exercise 1. Here in the left-hand column is a list of words spelled the way one writer spelled them in the year 1525 in England, while there was still a lot of disagreement about how words should be spelled. In the right-hand column are the same words in their modern spelling, but not in the same order. See if you can match the old spellings on the left with the modern ones on the right.

1. hote	sour
2. lynen	drink
3. boyle	goats
4. fayre	much
5. drynke	moths
6. moche	give
7. agaynst	linen
8. eulles	against
9. ryght	fair
10. hony	dreams
11. sowre	sweat
12. moughtes	air
13. gotes	hot
14. ayer	evils
15. gyue	honey
16. wasshe	wash
17. dremes	head
18. heed	right
19. swette	boil
20. tethe	teeth

History of the English Language: Lesson 14 Language V-VI
Teacher

THE QUEEN'S ENGLISH

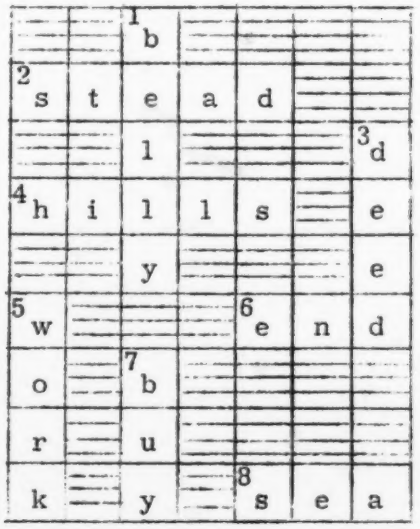
PURPOSE: To help students become aware of the Renaissance desire for language exactness and the people's pride and interest in language, all of which are responsible for many of the compound and foreign words in our language today.

CONTENT: This lesson discusses the Renaissance interest in language and learning and the effect this had on the borrowing of words during that era. The children are given an opportunity to complete a crossword puzzle by using synonyms which are native English words for borrowed words in the clue sentences. They are also given an opportunity to see a list of borrowed words of this era, all of which were condemned by a writer of the period as being pretentious and unnecessary. He was right about some of them and they are no longer in use, but others that he condemned are a part of Modern English, some of them very common, others not.

BACKGROUND INFORMATION: This was an era of discovery, of expansion, of learning and development. Language change and growth of vocabulary in this era reflect this. Many of these words dealt with the arts, science, and education. Many of them were Greek or Latin words which were borrowed either directly or through French and other European languages.

SUGGESTED PROCEDURES: This lesson could lead to some interesting and enjoyable discussion, and you may wish to work through the lesson as an entire class, reading aloud and doing the activities together. It could also be done individually or in small groups.

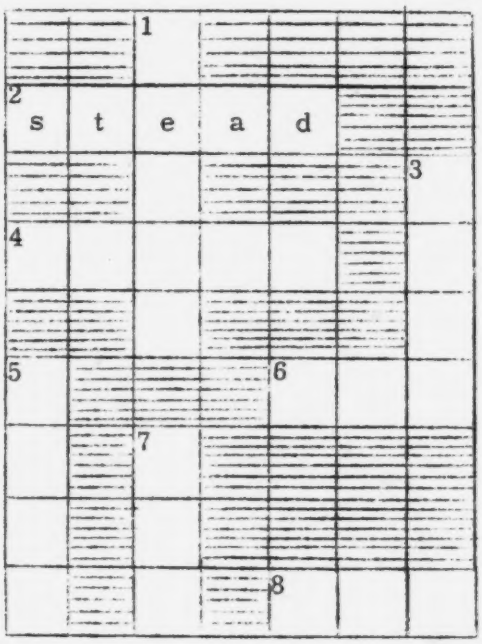
Key to Crossword Puzzle:



Of the eight words, stead, hills, end, belly, deed, and work can all be traced back to Indo-European. Sea and buy go back to Germanic.

If the students seem interested at all in looking into the status of the word bedstead, they might find some interesting data. It would be our guess that it is a word understood and sometimes used by the older generation, by parents and grandparents, but not so much by those in grade school today.

Directions: The underlined words in the clue sentences are borrowed synonyms for the native English words which will complete the puzzle. Try your knowledge of words, and see how many of them you can think of.



2. Mary went in her <u>place</u>.

4. He likes to hike in the <u>mountains</u>.

6. You must read to the <u>finish</u>.

8. Sailors love the <u>ocean</u>.

1. He ate too much and has a <u>stomach</u> ache.

3. A Boy Scout does a good <u>act</u> every day.

5. It was hard <u>labor</u>.

7. They went to <u>purchase</u> it.

All of the clue words were borrowed either into Middle English or in the Renaissance period.

THE QUEEN'S ENGLISH

Queen Elizabeth I was Queen of England from 1558 to 1603, a time which is known as the Renaissance. During this period there was a great interest in discovery and learning. People were curious about the new lands that were being explored. They were interested in great literature. They were experimenting in all areas of science.

People were also interested in education. Some estimates tell us that in Queen Elizabeth's time from three to five Englishmen out of every ten could read. (Today about eight out of every ten people in the United States can read and write.) These English people who could read and write wanted books by English authors as well as works translated into English from Greek and Latin. The Queen, like her subjects, wanted English to be the most beautiful and exact language of the world. So authors and writers borrowed words from foreign languages and made new compound words from English words so that English would have many synonyms to show exact meaning. Some of these new words remain in English today.

Activity: Your teacher has a crossword puzzle for you to do with some of these borrowed words and their native English synonyms.

After you have completed the crossword puzzle, look at all of the words you used, both the clue words and the answers.

Do these words all seem like English words?

Do any of them sound foreign to you?

Probably all of these words seemed like English words to you. That is because all of them are part of your everyday language. Of all of them, the one that is probably used least nowadays is stead. But we still find it in homestead, steadfast, and bedstead, as well as in instead.

How many of you know what a bedstead is? If only a few of you know what a bedstead is, then probably it is a word that is not being used anymore. If this is the case, you might find it interesting to take a survey of your parents, grandparents, and friends and neighbors of the "older generation" and see if they know what it means. Chances are that they will all know exactly what a bedstead is. So will your teacher.

Whether or not a word is borrowed or is native to English is not important for you to know when you are using the word. Knowing lots of words will help you to say exactly what you want to say. And one reason there are so many words in English, some of them having the same meaning, or only slightly different meanings, is that English has long been a borrower of many words and a creator of many new words. The Renaissance period saw many of these words become a part of the English language.

Below is a list of words that were either borrowed or created at this time. Read through the list and just for fun try to decide which ones are still part of English today. You may write them down on a separate sheet of paper. The meaning or a synonym has been given in parentheses.

1. expending (mentally weighing)
2. affability (friendliness)
3. ingent (hugh)
4. ingenious (clever)
5. adepted (attained)
6. capacity (ability)
7. ingenie (mind or intellect)
8. mundane (worldly)
9. accersited (brought)
10. celebrate (rejoice)
11. adjuvate (to aid)
12. extol (to praise)
13. adnichilate (reduced to nothing)
14. dexterity (skill)
15. condisciples (fellow students)
16. superiority (excellence)
17. panion (companion)
18. fertile (fruitful)
19. obtestate (to call upon)
20. antique (old)

Note: As you have probably figured out, the even-numbered words in this list are still used in Modern English. The odd-numbered ones have disappeared.